

2011-2012 Assessment Report

September 25, 2012

Collegiate Learning Assessment (CLA) Results
Academic Years 2009 – 2012

Visit

<http://www.marshall.edu/assessment/GenEdAssessment.aspx>

for full reports and sample/population
comparisons

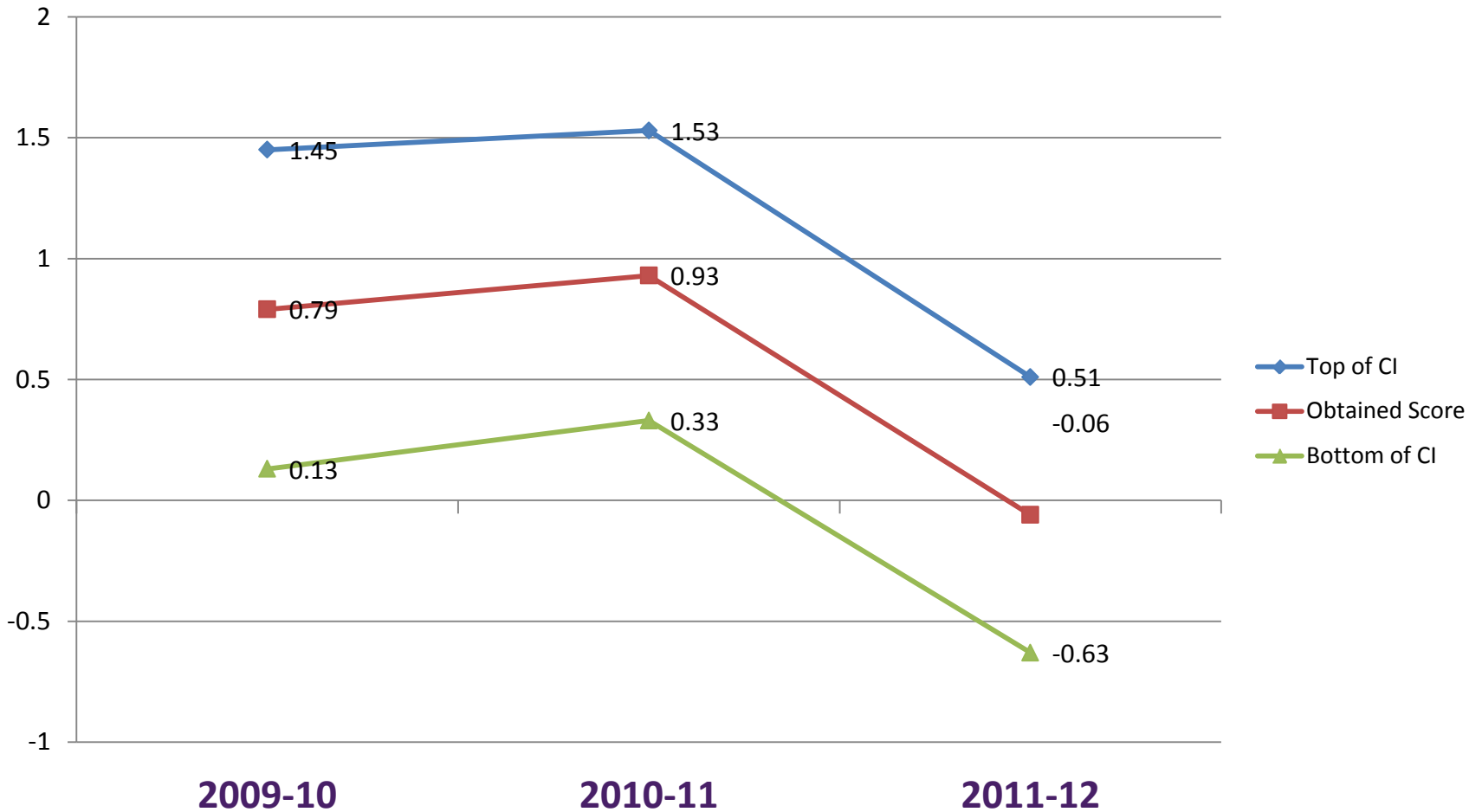
CLA Value-Added Explanation

- Value-Added Figures are given as Z statistics
- Z statistics should be interpreted as follows:
 - + 2.0 or higher = Well above expected level
 - + 1.0 to + 1.99 = Above expected level
 - - 0.99 to + 0.99 = Near expected level
 - - 1.0 to -1.99 = Below expected level
 - - 2.0 or lower = Well below expected level

CLA Population/Sample Comparisons

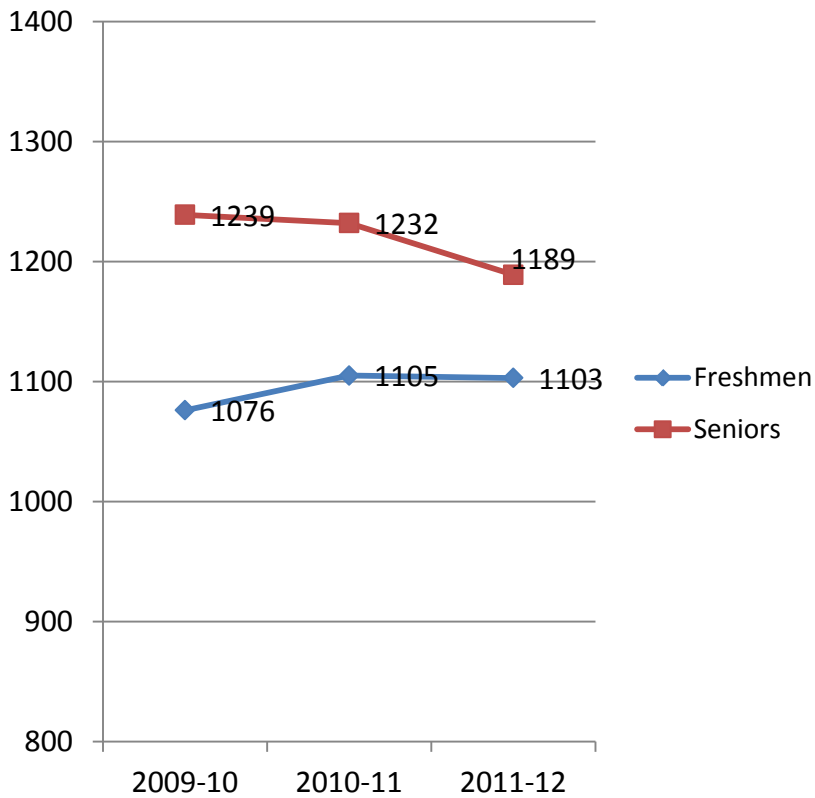
	2009-2010						2010-2011						2011-2012					
Class	Freshmen		Seniors		Value-Added		Freshmen		Seniors		Value-Added		Freshmen		Seniors		Value-Added	
Sample Size	106		90				102		96				101		83			
	OS	%ile	OS	%ile	Z	%ile	OS	%ile	OS	%ile	Z	%ile	OS	%ile	OS	%ile	Z	%ile
CLA Composite	1076	45	1239	71	0.79	78	1105	70	1232	81	0.93	79	1103	72	1189	57	-0.06	45
CLA Perform Task	1066	49	1205	75	0.57	72	1120	77	1239	83	0.82	78	1085	62	1203	61	0.28	62
CLA Analytic Writing Task	1085	39	1273	65	0.84	81	1090	64	1225	77	0.97	84	1122	80	1176	56	-0.43	27
Entering Academic Ability (on SAT Scale)	1027	42	1120	71			1052	52	1093	64			1049	56	1104	70		

Marshall University's *CLA* Value Added at 95% Confidence Interval (CI)
Academic Years 2009-10; 2010-11; 2011-12
Obtained Z Statistics are at the "Near Expected Levels"

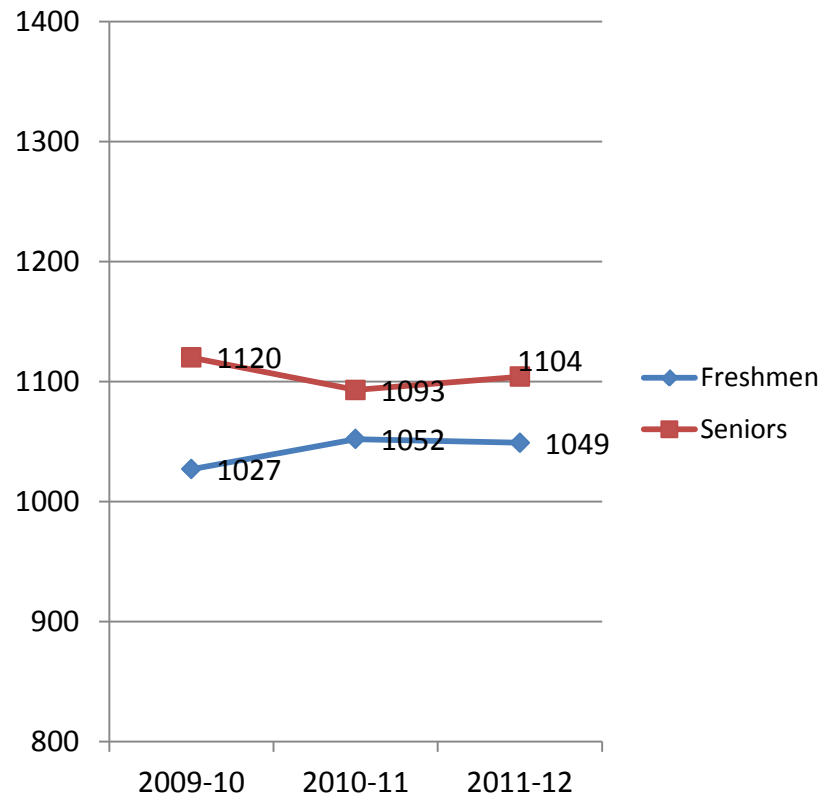


Marshall University's *CLA* Performance among Freshmen and Seniors Academic Years 2009-10; 2010-11; 2011-12

CLA Scores



Entering Academic Ability



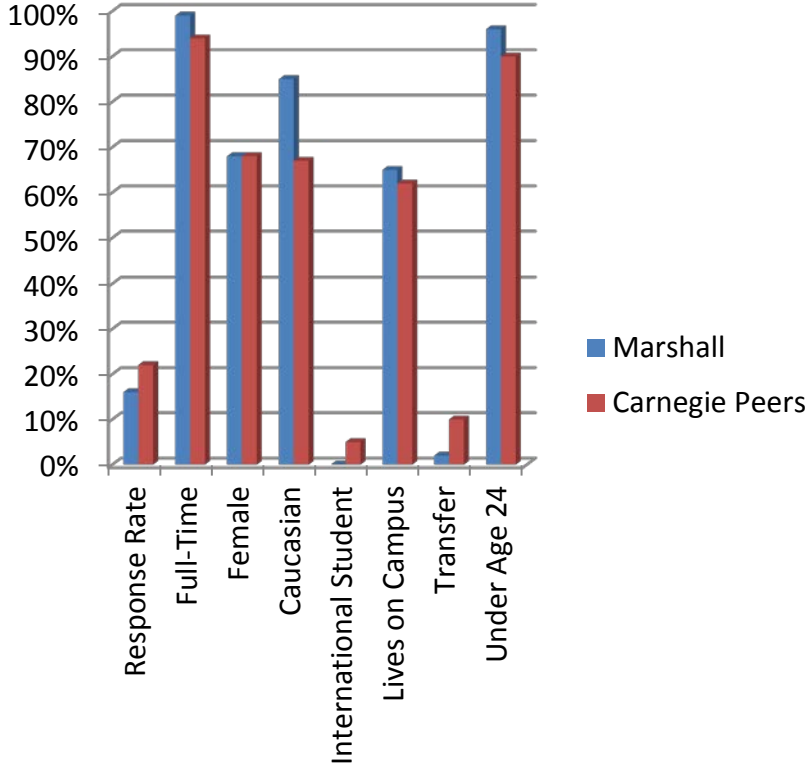
National Survey of Student Engagement
(NSSE) Results: Academic Year 2011 - 2012

Visit

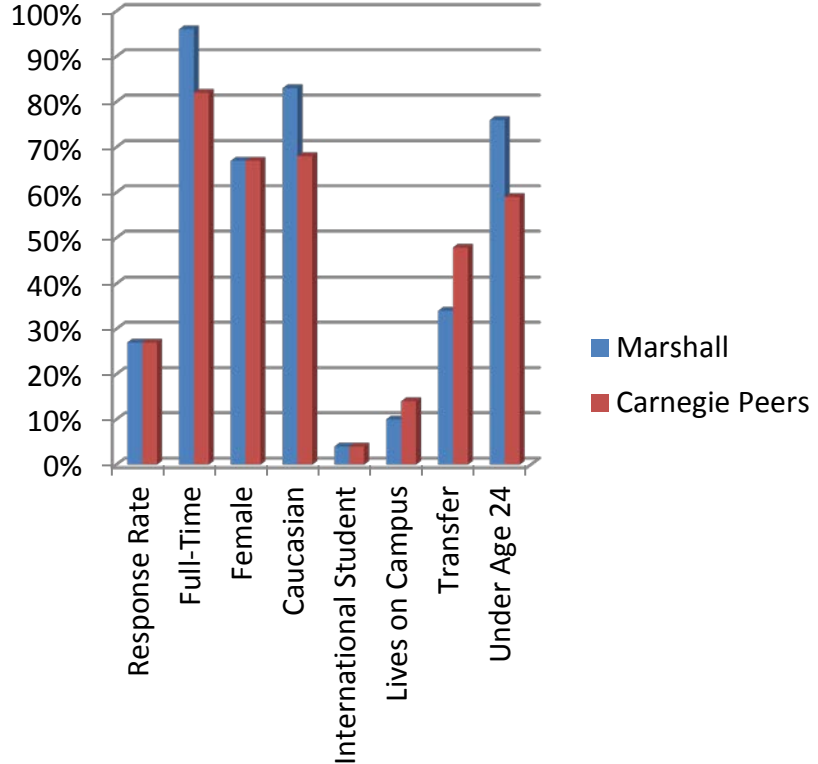
[http://www.marshall.edu/assessment/
surveydata.htm](http://www.marshall.edu/assessment/surveydata.htm) for full reports

NSSE Respondents' Characteristics: Spring 2012

Freshmen



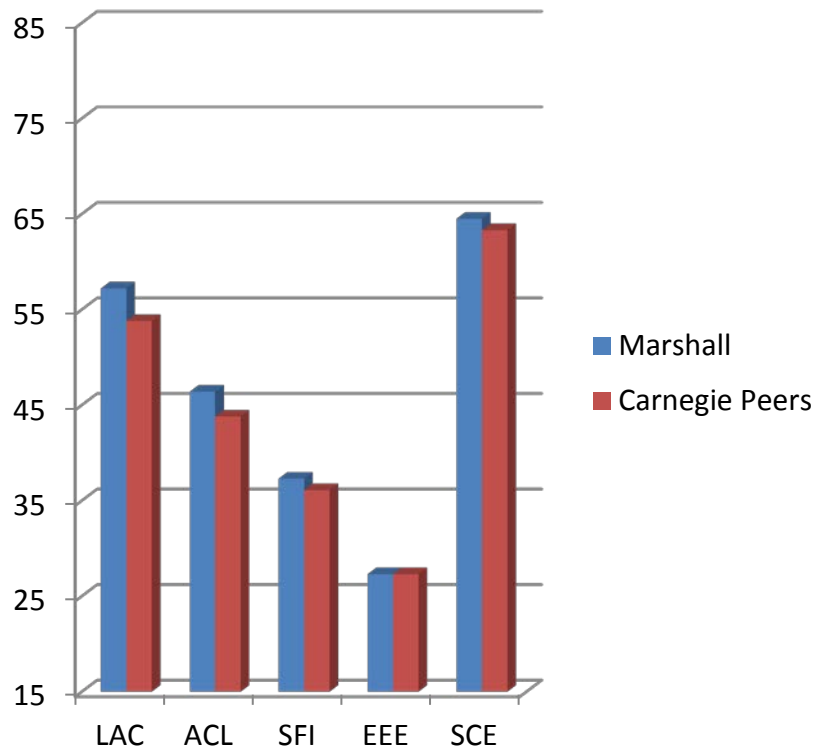
Seniors



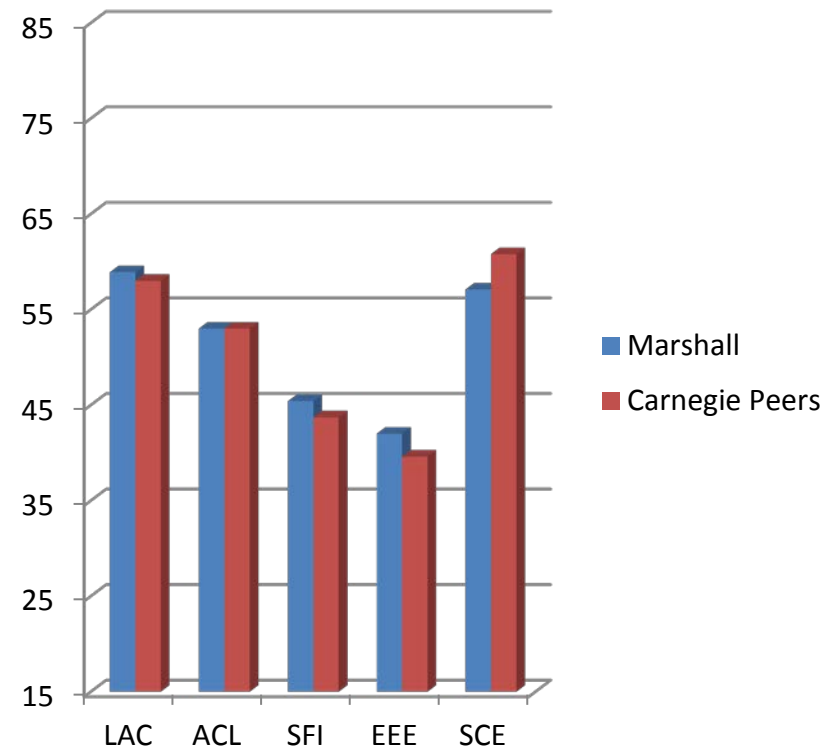
Marshall's Comparisons with Carnegie Peers in Five Benchmark Areas

Level of Academic Challenge (LAC), Active and Collaborative Learning (ACL), Student/Faculty Interaction (SFI), Enriching Educational Experiences (EEE), and Supportive Campus Environment (SCE): Spring 2012

Freshmen: Marshall significantly higher than peers in LAC and ACL. We continued to score at a level commensurate with the top 50% of NSSE institutions in LAC.

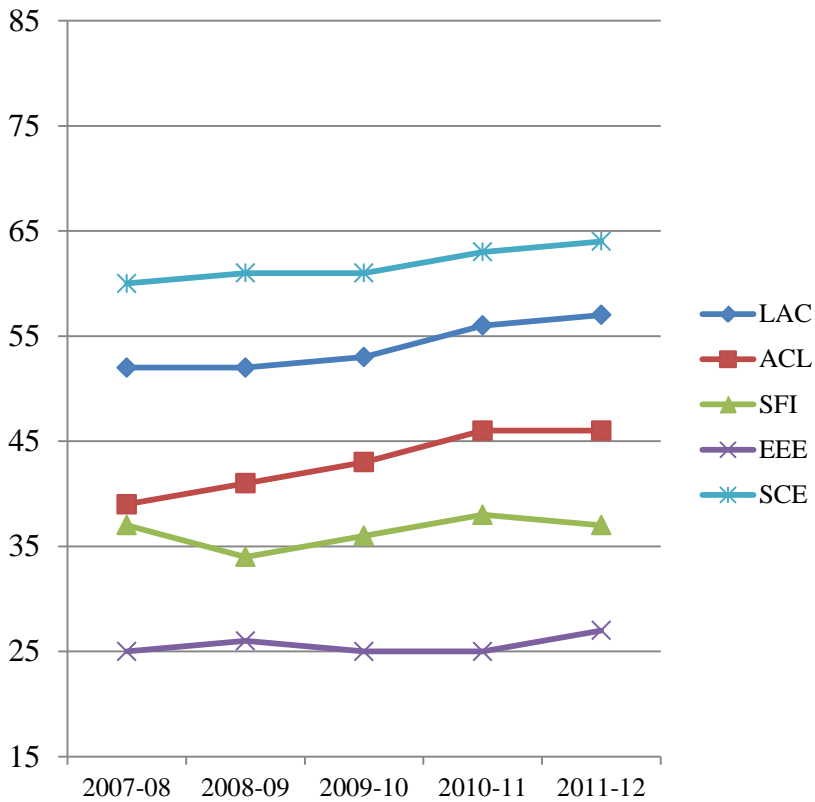


Seniors: Marshall significantly higher than peers in EEE and significantly lower in SCE.

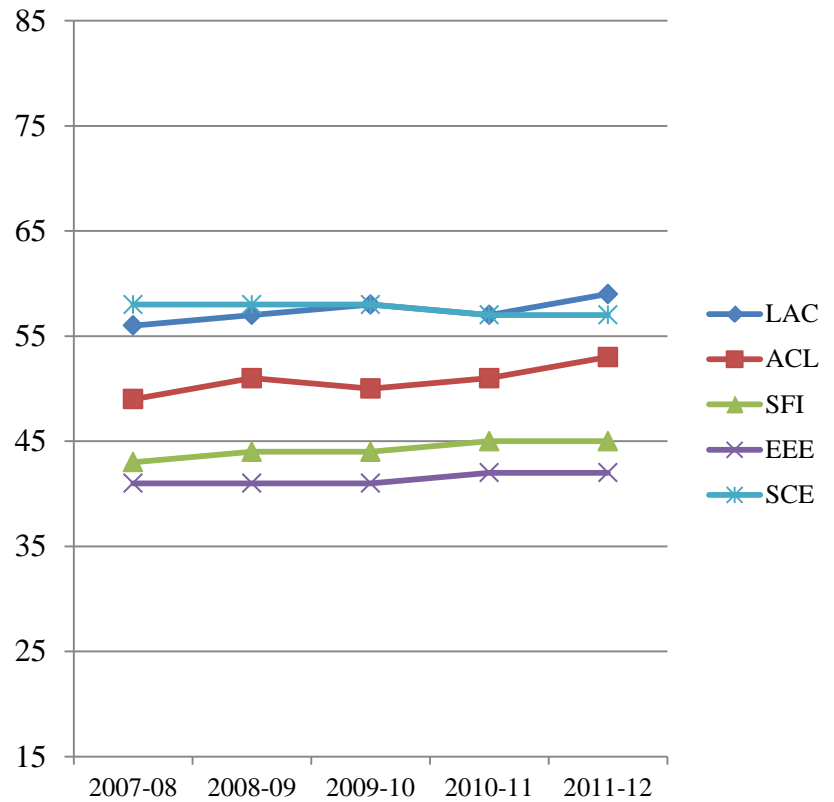


Marshall University's Multiyear NSSE Benchmark Results for Freshmen and Seniors

Freshmen



Seniors



Assessment Report Results: Academic Year 2011 - 2012

Visit

http://www.marshall.edu/assessment/assesreport_progreviews.htm

to read programs' assessment reports

Annual Program Assessment: 2011 - 2012

- Annual assessment reports were due from 83 programs
 - 38 graduate
 - 45 undergraduate
- 74 annual assessment reports were submitted
 - 34 graduate
 - 40 undergraduate
- Reasons why 9 reports were not submitted
 - ✓ No reasons given (3 programs)
 - ✓ New chairs who are revising assessment (5 programs)
 - ✓ New, nontraditional program (1 programs)

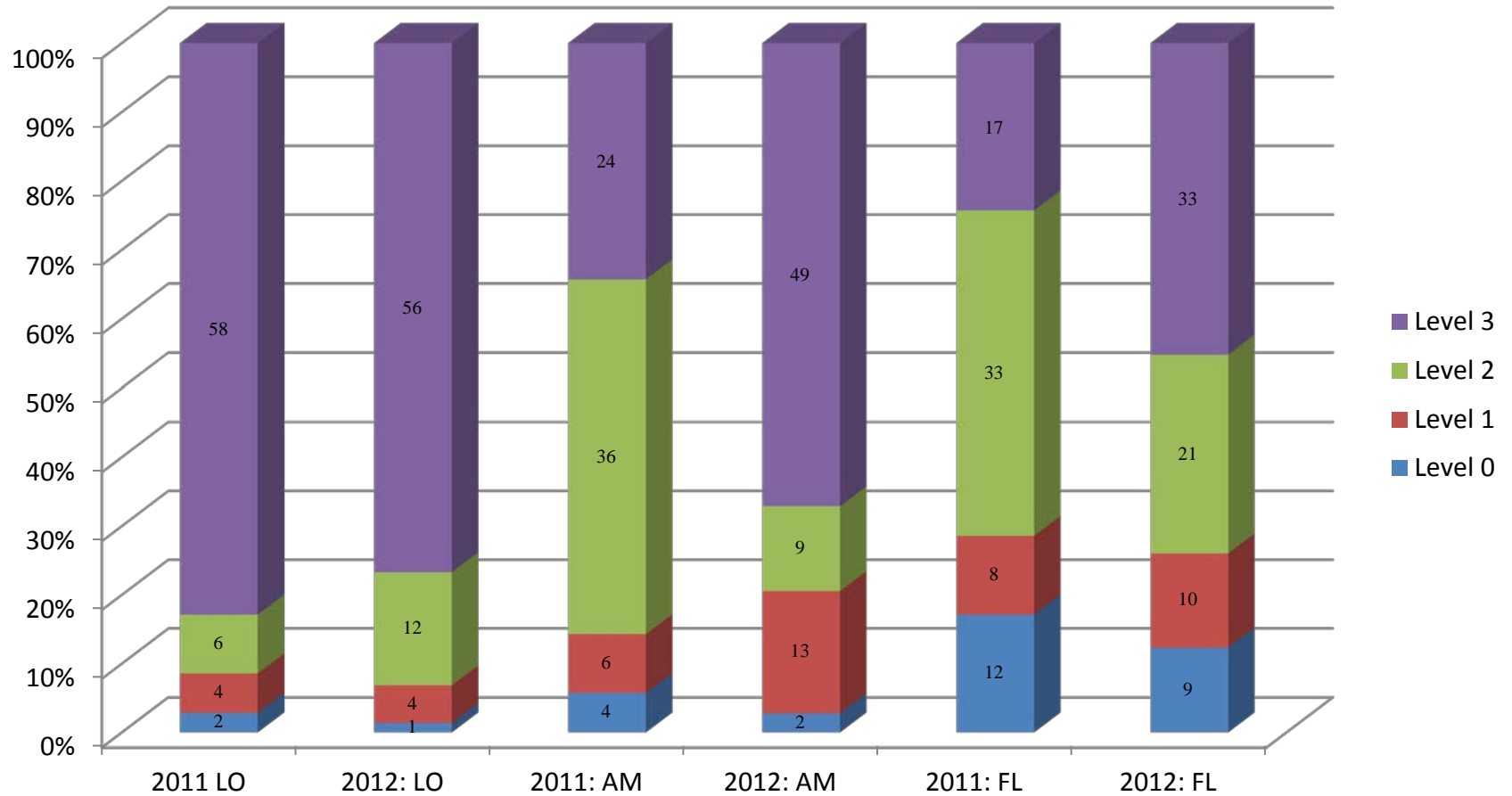
- Results

- Student Learning Outcomes ($M = 2.58$; $SD = 0.654$; $skewness = -1.930$)

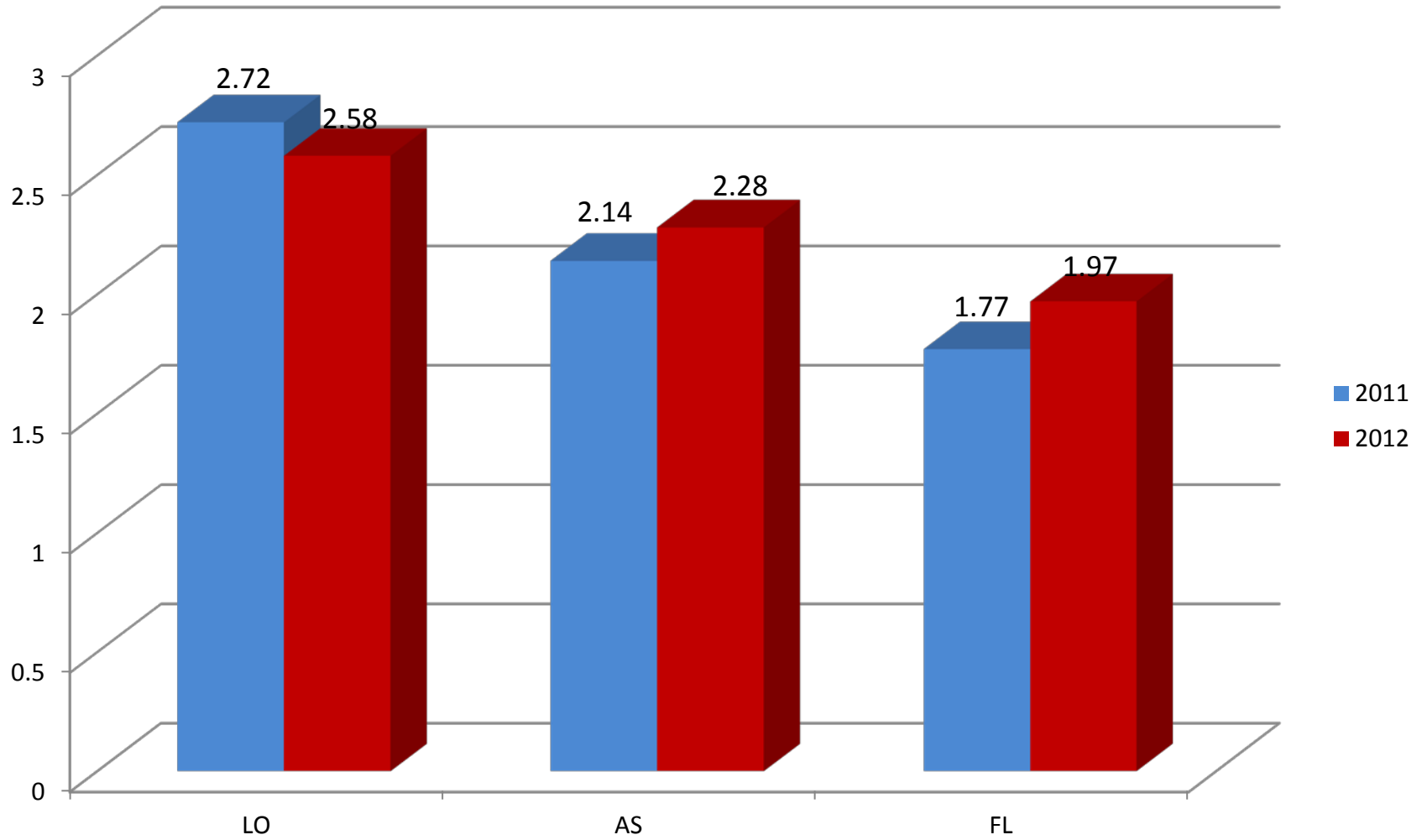
- Assessment Measures ($M = 2.28$; $SD = 0.825$; $skewness = -1.133$)

- Feedback Loop ($M = 1.97$; $SD = 0.975$; $skewness = - 0.857$)

Program Assessment Results, with comparison between spring 2011 and spring 2012



Program Assessment Mean Comparisons: spring 2011 and spring 2012



Program Review Results Academic Year 2011 - 2012

Visit

http://www.marshall.edu/assessment/assesreport_progreviews.htm

to read current program reviews

Program Review: 2011 - 2012

- Regular five-year reviews = 20 programs

—President's and BOG's recommendations

- Continue at current level of activity = 14 programs
- Continue with corrective action = 2 programs
- Discontinue = 4 programs

General Education Update Academic Year 2011 - 2012

Visit

<http://www.marshall.edu/assessment/LearningOutcomes.aspx>

for full proposal and rubrics

Proposed Recommendation regarding Core Domain of Thinking

Current Name	Proposed Name Changes and New Domains	Proposed Learning Outcomes
Scientific Thinking	Inquiry Based Thinking	Students will formulate focused questions and hypotheses, evaluate existing knowledge, collect and analyze data, and draw justifiable conclusions.
Information/Technical Literacy	Information Literacy	Students will select appropriate tools, prioritize information in terms of relevance and reliability, question and evaluate the complexity of the information environment, and use information in an ethical manner.
Abstract/Mathematical Thinking	Quantitative Thinking	Students will evaluate, apply, and present quantitative information to solve real-world problems.
Multicultural/International Thinking	Intercultural Thinking	Students will distinguish their own cultural roots from those of others, analyze and endorse approaches to global issues and cultural conflicts, communicate across cultural boundaries, and assess the intercultural communications/relations of others.
Oral/Written/Visual Communication	Communication Fluency	Students will communicate effectively in oral, written, and visual formats, constructing coherent communications for general and discipline-specific audiences.
Aesthetic/Artistic Thinking	Creative Thinking	Students will consider divergent options and imagine alternatives, take risks, and synthesize ideas/expertise to generate innovations.
Social/Ethical/Historical Thinking	Ethical and Civic Thinking	Students will assess their own values, examine a variety of viewpoints and evidence, balance theoretical and practical considerations, and propose and evaluate recommendations or solutions that are ethical and supportive of our civic wellbeing.
	Integrative Thinking	Students will make connections and transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations.
	Metacognitive Reflection	Students will evaluate the effectiveness of a project plan or strategy and develop life-long learning skills.

Graduation Survey Results: Spring 2012

Visit

<http://www.marshall.edu/assessment/surveydata.htm>

for full reports and breakdown by college

Spring 2012 Graduation Survey: Executive Summary

- **These data are for the spring semester of 2012 only. Unless otherwise noted, all findings are essentially unchanged since calendar year 2011.**
- Overall response rate was 34.5% (322 respondents out of 932 graduates) – **down from 41% in 2011.**
- Females were more likely than males to respond to the survey.
- Students who completed Bachelor's Degrees were more likely to respond than were students who completed Associate's Degrees.
- The Mean GPA of respondents (3.25) was significantly higher than that of all graduates (3.18).
- Response rates did not differ significantly across colleges. – **there were significant differences among colleges in 2011.**
- Respondents did not differ from the cohort in terms of race and age.

Spring 2012 Graduation Survey: Executive Summary

- Most respondents were single with no children, were WV residents, and completed their entire education at Marshall.
- Forty-one percent reported no educational debt, while 33% reported debt greater than \$20,000. - No education debt higher and debt > \$20,000 lower than in 2011.
- Most respondents stated that their educational objective was to begin their first career.
- Fifty-six percent of respondents said they had participated in an internship or practicum, with 66% believing this experience had helped them find employment. - efficacy of internships reported on a slightly higher level than in 2011.
- Sixty-one percent of respondents indicated that they intend to pursue graduate studies, while only 6% indicated that they intend to work for a Volunteer Organization such as the Peace Corps or AmeriCorps.
- Most students reported that they intend to remain in WV to complete graduate studies and most chose Marshall University for this purpose.

Spring 2012 Graduation Survey: Executive Summary

- Students reported positive feelings about all aspects of their MU education. On a scale of 1 – 5, with 1 being “strongly agree,” 2 being “agree,” 3 being “neither agree nor disagree,” 4 being “disagree” and 5 being “strongly disagree,” means exceeded 2 for only three (as compared to six in 2011) out of fourteen items. These included
 - I developed the ability to use mathematics in everyday life (2.39)
 - Writing intensive courses helped me to improve my writing skills (2.18)
 - I broadened my appreciation for the arts (2.42)

Spring 2012 Graduation Survey: Executive Summary

- On a scale of 1 – 5, with 1 being “very satisfied,” 2 being “satisfied,” 3 being “neutral,” 4 being “dissatisfied,” and 5 being “very dissatisfied,” students reported greater satisfaction with
 - the quality of teaching (1.91) than with
 - the quality of advising (2.38)
 - academic support services (2.43)
 - classroom and lab facilities (2.26)
- Seventy-one percent (**up from 61% in 2011**) of respondents plan to be employed in their major field, 8% not in their major field, and 21% were unsure at the time of the survey.
- Sixty-one percent plan to work in WV.
- Thirty-eight percent (of the 231 students who answered the question) reported having accepted a job (**Down from 44% in 2011**). Of those, 64% will earn \$30,000 + annually (**Down from 68% in 2011**).
- Only 21% of respondents reported using Career Services, with JobTrax and Resume Assistance used most frequently.

Master Syllabus Policy

Visit

<http://www.marshall.edu/assessment/Resources/AssessmentResources.aspx> for official policy and suggested template.

Syllabus Policy Approved by Faculty Senate (4/2012) and Board of Governors (8/2012)

- **MARSHALL UNIVERSITY BOARD OF GOVERNORS**
- **Policy No. AA-14**
- **COURSE SYLLABUS**
- General Information.
 - Scope: Academic policy regarding content and distribution of course syllabus.
 - Authority: W. Va. Code §18B-1-6
 - Passage Date: August 14, 2012
 - Effective Date: Upon Passage
 - Controlling over: Marshall University
 - History: This policy amends a previous version of AA-14 approved by the Board on March 8, 2006.
- **Policy**
 - During the first two weeks of semester classes (3 days of summer term), the instructor must provide each student a copy of the course requirements which includes the following items:
 - Course name and number.
 - Instructor's name, office location, phone, e-mail address and office hours.
 - List of all required texts.
 - Attendance policy.
 - Grading policy.
 - Due dates for major projects and exams.
 - . Course description from most recent catalog.
 - . Course student learning outcomes
 - Schedule of class sessions and assignments.
 - Grid showing the following relationships: how each course student learning outcome will be practiced, and assessed, in the course.
 - Link to Official University Policies located on Academic Affairs' website.
 - Semester course meets, e.g. spring 2012.
 - Time course meets, e.g. M/W/F 1:00 – 1:50.
 - Course location.
 - This policy may not apply to the following types of courses: thesis, seminar, problem report, independent study, field work, internships and medical clerkships.
 - Colleges may develop more detailed requirements concerning the content of the syllabus.
-

Open Pathways Project Update

Visit <http://www.marshall.edu/wpmu/hlcoopenpathways>
and click on “Report 2012 HLC Open Pathways Report” for
full report.

HLC Open Pathways Activity 1

- To test the Lumina Foundation's Degree Qualifications Profile (DQP), all degree programs at Marshall
 - Chose three to five courses that gave students essential practice to achieve the program's outcomes, which would ultimately be assessed as part of the student's undergraduate capstone or graduate culminating experience.
 - Mapped outcomes from each course to outcomes for the degree program and to the DQP's broad areas of learning and degree appropriate outcomes.

HLC Open Pathways Activity 2

- Step 1: Each program
 - Stated its learning outcomes as they were originally stated.
 - Noted revisions made to its learning outcomes based on mappings completed in Activity 1
 - Provided rationale for change (or lack of change) to each outcome
 - Mapped program outcomes to areas of learning and degree specific DQP outcomes.
 - Identified the course (or learning activity) and specific course or learning activity embedded assessments to be used for early and final assessment points (minimum of two) for each program outcome.
 - Specified the benchmarks (expected performance levels) for student performance at each assessment point.

HLC Open Pathways Activity 2

- Step 2: Each program
 - Identified DQP areas of learning to which none of its outcomes mapped.
 - Gave reasons for this lack of mapping
 - Identified broad areas of learning covered by its outcomes which are not currently included in the DQP
 - Provided reasons why these areas of learning are important for students in its program
- Step 3: Each program
 - Developed descriptive, analytic rubrics for two of its program's outcomes.

Findings from the HLC Open Pathways Project

- More than half of program level outcomes were modified in response to DQP mappings
 - 10% completely rewritten
 - Majority of changes substantive in nature
- Most programs
 - Used some courses mapped in Activity 1 as first assessment points
 - Added new, unmapped courses as first assessment points
- Most undergraduate programs reported
 - Using assessments embedded in 400-level courses as final assessment points

Findings from the HLC Open Pathways Project

- DQP Areas of Learning to which there was least alignment were
 - Civic Learning (31 out of 92 programs; 34% did not align)
 - Quantitative Fluency (25 out of 92 programs; 27.5% did not align)
 - Engaging Diverse Perspectives (24 out of 92 programs; 26% did not align)
- Non-DQP Broad Areas of Learning Most Often Mentioned
 - Ethical Learning (11 programs)
 - Teamwork/Collaboration/Leadership (10 programs)
 - Metacognitive Reflection/Lifelong Learning (3 programs)

HLC Open Pathways Recommendations

- Use AAC&U Value Rubrics as model to standardize names of rubric performance levels – Undergraduate:
 - Level 1 = Introductory Benchmark: This should identify a beginning level of skill or knowledge that one would expect of a student taking his or her introductory courses in a degree program.
 - Level 2 = Milestone(s) Benchmark(s): This level, which could (at the discretion of the program) be divided into more than one level, signifies a milestone (or more than one milestone) of increasingly more sophisticated skill or knowledge development. We recommend that a specified milestone level be the benchmark for the program’s first assessment point.
 - Level 3 = Capstone Benchmark: This level, which also could be divided into more than one, signifies the level of competence expected of all students who complete Bachelor’s Degrees at Marshall University. The language programs choose to describe student performance at this level should match the language of the learning outcome. In other words, if a program’s outcome is that “Students will evaluate information...,” the description of the capstone rubric level should require students to “evaluate.” The capstone level should be the benchmark set for expected performance at the final assessment point set by programs.

HLC Open Pathways Recommendations

- Use AAC&U Value Rubrics as model to standardize names of rubric performance levels – Graduate:
 - Level 1: Introductory Graduate Benchmark: This should identify a minimal beginning level of skill or knowledge for a student entering a graduate program. It should be interpreted as synonymous with the “milestone(s)” benchmarks at the Bachelor’s level. Although it is our hope that students entering a Master’s program will enter at the Bachelor’s capstone benchmark level, the introductory graduate benchmark level is provided for students who are not there yet.
 - Level 2 = Graduate Milestone(s) Benchmark(s): As with the undergraduate degree, this level (which can be divided into more than one) should represent milestones along the way to graduation. The committee felt it might roughly correspond to the capstone level for Bachelor’s students. It should be used as the benchmark for the first assessment point for graduate programs.
 - Level 3 = Mastery Benchmark: This level, which also could be divided into more than one, signifies the level of competence expected of all students who complete Master’s Degrees at Marshall University. The language programs choose to describe student performance at this level should match the language of the learning outcome. In other words, if a program’s outcome is that “Students will create ...,” the description of the capstone rubric level should require students to “create.” The Mastery level should be the benchmark set for expected performance at the final assessment point set by graduate programs.

HLC Open Pathways Recommendations to HLC and Lumina Foundation

1. The committee believes that the language of the outcomes renders many of the areas of learning too narrowly defined. Specific examples of this are *Broad Integrative Learning* where, rather than discussing the integration of (connections among) various disciplines and learning domains, examples narrowly define “my field and one other.” This also occurs in the *Intellectual Skill of Communication Fluency* where the ability to communicate “in more than one language” is mentioned. Although many programs interpreted this language broadly, others felt that it meant what it said and felt that most of our student communicated well only in English.
2. The committee believes that the area of learning titled *Civic Learning* is too narrowly defined. We believe that its current language is not inclusive enough to encourage mapping across multiple disciplines. We recommend that the language of *Civic Learning* be broadened and we further recommend that this area explicitly include *Ethics*.
3. The committee recommends that *Metacognitive Reflection/Lifelong Learning* be added to the *DQP* as an additional *Intellectual Skill*.

HLC Open Pathways Recommendations to HLC and Lumina Foundation

4. The committee recommends that the description of the *Intellectual Skill of Quantitative Fluency* be broadened to include *Symbolic Logic* because *Modeling/Systems Thinking* is often a precursor to quantitative analysis.
5. The committee recommends the intellectual skill of “communication fluency” be broadened to explicitly include visual, as well as oral and written communication.
6. A number of programs at Marshall noted that *Teamwork/Collaboration/Leadership* were important for students in their programs.

Recommendations Concerning Activity 3

1. During the 2012 fall semester each program should use the rubrics (for two outcomes) created during the 2012 spring semester to assess student work embedded in courses designated in Activity 2. However, before this work commences, the committee recommends that, to avoid confusion across the university, the names given to rubric performance levels be standardized as previously described.
2. Following this standardization, we ask that each program that has not already identified first and final assessment points for the two outcomes for which they have developed rubrics, do so. We ask that any baccalaureate program using a 200 or 300 level course for their final (capstone) assessment, carefully consider whether this is the most appropriate assessment for the final assessment of their students' mastery of those particular outcomes.
3. During the 2012 fall semester, each program should assess student work for at least two outcomes (using the two rubrics already developed). Assessment data should be collated across students and uploaded into a database, to be determined at a later point.
4. During the 2012 fall semester programs should develop assessment rubrics for their remaining learning outcomes using the suggested names for performance benchmark levels.
5. At the conclusion of the 2012 fall semester, programs should analyze the assessment data collected during the fall and, based on this analysis, make recommendations for changes to the program that will either improve student learning or the assessment process. A report of this information will be due to the Office of Assessment no later than February 1, 2013.
6. The committee recommends that programs that added courses (not previously mapped to their program and *DQP* outcomes) as pre-capstone/graduate culminating experience assessment points complete the mapping of these course outcomes.

General Recommendations

1. For courses that are part of degree programs, a plan must be developed to explicitly show mappings among course outcomes, degree program outcomes and university outcomes.
2. Work toward approval of revised core domains of thinking and outcomes. Must consider whether these will become Marshall University's Degree Profile or outcomes expected of students at the end of the general education core curriculum.
3. Recommended that students take "foundational" general education courses during their first year at Marshall University, and ideally during their first semester.
4. Due to the specialized nature of graduate education, the university should carefully consider its Degree Profile at the graduate level, recognizing that, depending upon the student's degree, different levels of mastery may be demonstrated in different areas of learning.
5. The University must plan for sustainability of the project.
6. Students should know what they are expected to know and be able to do to obtain a degree (at any level) from Marshall University.

Assessment Day 2012 Report

Visit

www.marshall.edu/assessment/assessmentday

for complete Assessment Day information

Assessment Day 2012

- Student Focus Groups
 - Topic: Role of Advisors and Academic Support Services in Supporting Student Success
 - Participation down over last year – 23 students (4 freshmen, 3 sophomores, 5 juniors, and 11 seniors)
 - Major themes summarized, sent to participants and posted on website.
 - Advising will continue to be a campus initiative (e.g. Degree Works and Student Success Collaborative) during academic year 2012 – 2013.
- Faculty Rubric Development Workshop
 - Session supported Activity 2, Step 3 of HLC Open Pathways Project
 - 64 participants from five colleges.
 - Following workshop, 16 faculty participated in follow-up session to learn to use Blackboard for assessment purposes.
- Electronic Surveys
 - Student response ranged from over 1,000 to 221; faculty and staff from 399 to 168
 - Reports sent to respective offices and posted on Assessment Day website

Assessment Day 2012

- Other Campus-Wide Activities
 - CLA Testing for Seniors
 - Information Technology Focus Groups
 - Writing Across Curriculum Workshops

- Program Activities
 - Schedule on website

Voluntary System of Accountability (VSA)

Visit

<http://www.marshall.edu/wpmu/academic-affairs/> and click on “College Portrait”